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ABSTRACT

Generally speaking, a portfolio is a systematic collection of a variety of student projects or artifacts, collected over time, that reflect a student's developmental progress made in one or more areas. For the class, "Portfolio Development in Reading and Language Arts Courses" (EDUC 508 at Saint Joseph College), the portfolio will demonstrate the student's progress, effort, and achievement with respect to the course objectives and includes evidence of self reflection. Due to the "constructivist" nature of the class, this assignment is to be developed collaboratively by the class. This paper considers some aspects of portfolio development, with topics such as: "What To Include in a Portfolio?"; "Class Assignments/Projects/Activities"; "Considering an Electronic Portfolio"; "How Big Should the Portfolio Be?"; and "Constructing the Portfolio." The paper concludes with a detailed portfolio evaluation rubric. (Contains 19 references.) (NKA)

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ED 459 437

Portfolio Development: Some Considerations

Due to the 'constructivist' nature of this class, this assignment will be developed collaboratively by the class. As a result, it will be modified as soon as you share your questions, comments, observations, and knowledge!

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September, 2001

Introduction

What is a portfolio? What is the purpose of the portfolio?! What should be included in a portfolio? How big should the portfolio be? All students and teachers ask these questions when they realize that they will be creating personal portfolios. The term portfolio often brings to mind a personal collection of works by artists, photographers, models or investors. Generally speaking, a portfolio is a systematic collection of a variety of student products or artifacts, collected over time, that reflect a student's developmental and progress made in one or more areas. For our class, the portfolio will demonstrate your progress, effort and achievement with respect to the course objectives and include evidence of self-reflection.

What to Include in a Portfolio?

Since a portfolio is done with a student not to a student, you (the student) have to make many hard decision with respect to what to include in your portfolio. The list of what a portfolio might include is only limited by one's imagination. In the case of our class, your choices are guided by the course objectives. (EDUC 322 Developmental Reading in Elementary School; EDUC 507 Developmental Reading in Elementary School) In deciding what to include in your portfolio, consider the question of how the artifact might be addressing a course objective. Some things that can be included are:

Class Assignments/Projects/Activities

- Literacy autobiography
- *Three Field Experience "Theory in Action" Papers*
  - **Focus** on Classroom Environment
  - **Focus** on Nature of Teaching and Learning
  - **Focus** on Basal Reading Program
- Emergent literacy observation
- Electronic Threaded Discussions
- Course Conference (online class)
- Reading Discussion Groups notes
- Interviews with students and/or teachers
- Lesson plans you have created, analyzed, and/or evaluated
- Projects, surveys, reports and units from reading and writing
- Email correspondence with peers an/or professor
- Internet Artifacts
- Record of Internet activities engaged in
- Video and Analysis of oneself Teaching
- Favorite poems, songs, letters, and comments

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- Collaborative Work Samples, ie. graphic organizers, discussion group notes
- Peer Feedback Samples
- Units of Study
- Samples of Reflective Journal Entries
- Samples of Collaborative Experiences

If You're Considering an Electronic Portfolio *(Required for EDUC 507 Developmental Reading in Elementary School), be sure to examine the sites listed below for further guidance in the development of an electronic portfolio.*

Abrenica,Y. **Electronic Portfolios**. This report will define the meaning and use of electronic portfolios. It will answer questions as to the benefits and practicality of their use. An attempt will be made to guide beginners in creating an electronic portfolios by using a step by step instructions. The report will identify the equipment or technologies needed to accomplish such portfolios. http://edweb.sdsu.edu/courses/edtec596r/students/Abrenica/Abrenica.html

Belardo, C. Electronic Teaching Portfolio
http://curry.edschool.virginia.edu/curry/class/edlf/589_004/Christie_Belardo/

Bellarmine College, School of Education. Teachers, Technology and Portfolios: Changing Pedagogy and Assessment in the Information Age http://education.bellarmine.edu/portfolio/students.htm

Certification Portfolio Template gives the reader ideas for organizing an online portfolio including ways to link documents. http://griffon.mwsc.edu/~porr/port/portsamp.html

Creating Online Portfolios is a very comprehensive site which gives strategies for planning and developing a personal portfolio. http://www.electricteacher.com/onlineportfolio/articles.htm You will find this link especially useful in the actual technical development of your portfolio http://www.electricteacher.com/onlineportfolio/index.htm

Goldber, L. Electronic Teaching Portfolio
http://curry.edschool.virginia.edu/curry/class/edlf/589_004/Lee_Goldberg/

Lankes (1995) at http://ericir.syr.edu/ithome/digests/portfolio.html explains the use and construction of electronic portfolios in public school settings . Although the author discusses the use of three programs to create electronic portfolios, Aurbach's Grady Profile, Roger Wagner Publishing's HyperStudio and Claris' FileMaker Pro, one can also construct a web page for the same purpose as Victor Cristofaro (1998) did in EDUC 507 Developmental Reading in Elementary School.

Preservice Teacher Portfolio Site provides a viewing of teaching portfolios for preservice teachers. Material includes format and organization tips and a section related to self-reflection. http://www2.ncsu.edu/unity/lockers/project/portfolios/portfolio.html

Sidor, L. http://red-lake.lakeheadu.ca/~lsidor/ states that educators develop into a community of learners thorough the process of creating a portfolio which demands self-evaluation and self-reflection. This experience gives us the opportunity to engage in learning and assessment activities similar to those our students which it is anticipated will lead to improved student performance.

Worcester, T. Electronic Portfolios site has a clear set of directions for creating an electronic portfolio. Check it out! http://www.essdack.org/port/how.html

How big should the portfolio be?

This is a difficult question to answer! When considering "how big" you should make the portfolio, you are encouraged to ask yourself the following questions:

- Do you have evidence in support of my effort, progress and achievement for all the course objectives?
- Do you need multiple artifacts for one objective if the objective seems very comprehensive?
- Can one artifact be connected to multiple objectives thought the reflection?

Although these questions do not quantify the number of pages that should be in a portfolio, I have placed a *maximum* size limit based on my earlier experiences with portfolios. Oversized L.L. Bean bags and their electronic equivalents will not be looked upon favorably! You are strongly encouraged to examine the examples of student portfolios included in this document as links. The critical point is being selective in your artifacts and reflecting on their significance.

Constructing the portfolio

In constructing your portfolio, please consider the following:

Portfolio Structure

- Title Page
- Table of Contents
- Portfolio Introduction
- Course Objectives
- Artifacts & Reflections
- Summative Reflective Composition

Artifacts & Reflection: Questions for Consideration

- Why did you select this artifact?
- How did you benefit from this activity?
- How did this artifact help you achieve your objectives?
- How did this artifact influence your learning? thinking? teaching?
- How do you anticipate using this artifact in the future?

Summative reflective composition which addresses the following points:

- What did you learned about your own literacy?
- How do you anticipate your personal and professional literacy experiences might affect your teaching?
- What are your personal future literacy goals and what are your plans for achieving them?

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Regina G. Chatel, Ph.D.
~~March, 1997 April, 1998,~~ April, 1999

These are sample evaluation rubrics that have been designed by other classes. We will develop our own rubric as a class which will facilitate your portfolio development process.

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements with respect to the course objective. The portfolio must include evidence of student participation in : selecting contents, the criteria for selection, and evidence of self-reflection.

Contents	4	3	2	1	Earned Points
Structure	Creative, captures readers attention; presented with title, table of contents, introduction, objectives; organized; professional.	Presented with title, table of contents, introduction, objectives; organized; professional.	Presented with title, table of contents, introduction, objectives. Unprofessional.	Presentation missing items.	1 X ____
Artifacts	Variety, including lesson plans, sites visited, instructional materials. ~~Show in-depth research. Extension is evident.~~	Some variety, including lesson plans, sites visited, instructional materials.	Little variety. Minimal relevance to course objectives.	~~Little~~ No variety.	2 X ____
Reflections	All reflections address objective, artifacts, and relevance to future teaching & CTC's. ~~Evidence of risk taking and critical thinking.~~ Show understanding of portfolio process.	~~All~~ Some reflections address objective(s), artifacts, and relevance to future teaching. Show understanding of portfolio process.	Reflections do not clearly address objective, artifacts, and relevance to future teaching.	Reflections missing or in need of elaboration. Display a lack of self-awareness.	3 X ____
Summative Composition	Each of the three points are fully addressed; writing is well composed; shows understanding of portfolio process.	Each of the three points are addressed; two are fully explained; one in need of elaboration.	Each of the three points are addressed; two in need of elaboration.	One or more points are not developed or addressed.	1 X ____

28-26=A; 25-24=A-; 23-22=B+; 21-19=B; 18-17=B-; 16-15=C+; 14-12=C; 11-10=C-; 9-7=D; 6 or less=F

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EDUC 320 Developmental Reading in Middle and High School
Portfolio Evaluation Rubric
Regina G. Chatel, Ph.D.
~~March, 1997~~ April, 1998

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements with respect to the course objective. The portfolio must include evidence of student participation in : selecting contents, the criteria for selection, and evidence of self-reflection.

Contents	4	3	2	1	Earned Points
Structure	Creative, captures readers attention; presented with title, table of contents, introduction, objectives; organized; professional.	Presented with title, table of contents, introduction, objectives; organized; professional.	Presented with title, table of contents, introduction, objectives. Unprofessional.	Presentation missing items.	1 X ____
Artifacts	Variety, including lesson plans, sites visited, instructional materials. Show in - depth research.	Some variety, including lesson plans, sites visited, instructional materials.	Little variety. Minimal relevance to course objectives.	~~Little~~ No variety.	2 X ____
Reflections	All reflections address objective, artifacts, and relevance to future teaching. Evidence of risk taking and critical thinking. Show understanding of portfolio process.	~~All~~ Some reflections address objective(s), artifacts, and relevance to future teaching. Show understanding of portfolio process.	Reflections do not clearly address objective, artifacts, and relevance to future teaching.	Reflections missing or in need of elaboration. Display a lack of self-awareness.	3 X ____
Summative Composition	Each of the three points are fully addressed; writing is well composed; shows understanding of portfolio process.	Each of the three points are addressed; two are fully explained; one in need of elaboration.	Each of the three points are addressed; two in need of elaboration.	One or more points are not developed or addressed.	1 X ____

28-26=A; 25-24=A-; 23-22=B+; 21-19=B; 18-17=B-; 16-15=C+; 14-12=C; 11-10=C-; 9-7=D; 6 or less=F

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Portfolio Evaluation
Regina G. Chatel, Ph.D.
EDUC 370 Language Arts in Elementary School
~~April, 1998~~ April, 1999

Contents	4	3	2	1	Earned Points

Structure	Unique, captures readers attention; presented with title, table of contents, "addresses significance", organized; professional.	Presented with title, table of contents, "addresses significance", organized; professional.	Presented with title, table of contents, "addresses significance". Unprofessional.	Presentation missing items.	1 X ____
Artifacts	Variety, including lesson plans, ~~autobiography~~, observation, www. sites visited and others.	Variety, including lesson plans, ~~autobiography~~, observation, www. sites visited.	Little variety.	No variety.	2 X ____
Reflections	All reflections address objective (s), artifacts, and relevance to future teaching. Evidence of critical thinking: connected to readings, Internet, class discussions, videos.	All reflections address objective (s), artifacts, and relevance to future teaching.	Reflections do not clearly address objective(s), artifacts, and relevance to future teaching.	Reflections missing or in need of elaboration. display a lack of self-awareness.	3 X ____
Appearance of Literacy	Adheres to all conventions of standard English including spelling, capitalization, punctuation, grammatical usage.	Adheres to most conventions of standard English including spelling, capitalization, punctuation, grammatical usage.	Adheres to some conventions of standard English including spelling, capitalization, punctuation, grammatical usage.	Demonstrates a lack of awareness of conventions of standard English including spelling, capitalization, punctuation, grammatical usage.	1 X ____
Objectives	Demonstrates progress, effort and achievement for all seven objectives.	Demonstrates progress, effort and achievement for six objectives.	Demonstrates progress, effort and achievement for five objectives.	Demonstrates progress, effort and achievement for less than three objectives.	2 X ____

36-28=A; 27-19=B; 18-10=C; 9 or less=D

Portfolio Evaluation
Regina G. Chatel, Ph.D.
EDUC 507 Developmental Reading in Elementary School
June, 1999

Contents	10	9	8	7	Earned Points
Structure	Captures readers attention uniquely and individually; Presented with title, descriptive table of contents; Clearly organized; professional (polished); Well edited	Presented with title, descriptive table of contents; Clearly organized; professional (polished); Well edited	Presented with title, Generic table of contents, Unprofessional; Editing issues	Presentation missing items; editing problems	1 X _____
Artifacts	Variety, including class assignments, threaded discussion, personal experiences relevant to objectives, observation, www. sites visited and others.	Some variety.	Little variety.	No variety.	2 X _____
Reflections	All reflections address objective (s) and artifacts; Evidence of critical thinking which may be exhibited by any of the following: connection to readings, Internet, class discussions, videos; synthesis and evaluation of ideas (Bloom's Taxonomy); connection to certification	All reflections address objective (s) and artifacts.	Reflections do not clearly address objective(s) and artifacts.	Reflections missing or in need of elaboration. display a lack of self-awareness.	3 X _____

	standards as indicated in syllabus.				
Implications for Future Teaching	Consistent and thoughtful discussion of how personal and professional literacy (including the portfolio process) experiences in this class might affect future teaching. May be a summative composition or integrated through out portfolio.	Consistent discussion of how personal and professional literacy (including the portfolio process) experiences in this class might affect future teaching.	Inconsistent discussion of how personal and professional literacy (including the portfolio process) experiences in this class might affect future teaching.	Minimal discussion of how personal and professional literacy (including the portfolio process) experiences in this class might affect future teaching.	2 X _____
Objectives	Demonstrates progress, effort and achievement for five objectives including objective #2.	Demonstrates progress, effort and achievement for four objectives including objective #2.	Demonstrates progress, effort and achievement for three objectives including objective #2.	Demonstrates progress, effort and achievement for less than three objectives.	2 X _____

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